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An Educational Program for Japanese High School Students against Child Labour

児童労働を解決するための日本の高校生への教育プログラム

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概要

現在、世界には約1億6795万人もの子供が児童労働を強いられています。これは世界の子供の人口の11パーセントを占める割合です。2016年7月22日、私達はJICAを訪問し児童労働に関する授業を受け、児童労働は私たちの生活に密接につながっている問題であり、それを解決していくのは私達一人一人であるのだと気が付きました。インターネットや本を用いてリサーチして児童労働の悪影響、原因を調べるなかで、消費者の意識を変革することが児童労働の撲滅につながるということが分かり、また人々の意識を上げるための消費者教育は有効であることを知りました。そこで私たちは児童労働を解決するために、二つの設問を上げました。

1. 児童労働に対する意識を向上させるためにどのような消費者教育が求められているのか
2. どのように青年は児童労働の撲滅に向かって他の人々に影響を与えていけるのだろうか

私たちは関西創価高校の2年生20人、3年生20人の計40人をランダムで抽出し、インタビューを行いました。インタビューを通して、多くの生徒が児童労働に対する知識をTVまたは授業から得ることができましたが、自分たちに何ができるのかまでは考えることができなかったということが分かりました。私たちはこのことから、児童労働に対する意識を向上させ、問題を解決するための教育プランとしてワークショップスタイルの教育を提案します。このワークショップは、ゲーム、ビデオ視聴、ディスカッションで構成されており、生徒が能動的に学べる形になっています。先進国の企業、または消費者のどちらかを担当し、生徒が異なる立場から児童労働という問題を見つめるなかで、児童労働の問題は私たちの生活と密接にかかわっているということを実感することができます。次に児童労働の実態について学ぶビデオを見て、児童労働の実態をより詳しく学ぶことができます。最後のディスカッションでは、グループで学んだことや考えたことを共有するなかで自分たちの生活と児童労働の関係性を理解し、また意見を共有して解決方法を考えるなかで、自分たちにも児童労働に対して何か行動を起こせるという自信につなげていきます。なお、提言を作るにあたって利用したインタビュー結果は関西創価高校の生徒だけを対象に行ったインタビューであるために他の学校ではまた違った結果が得られることが考えられます。私達の研究が、消費者の児童労働に対する意識向上に少しでも役立つことを願っています。

An Educational Program for Japanese High School Students against Child Labour

As the world gets more globalized, we can buy a number of and various kinds of imported products. However, few people have probably thought that those products can be made at the expense of children's rights, which is known as child labour. According to International Labour Organization, about 168 million children, about 11 % of the children all over the world, are engaged in child labour. It means that one out of nine children in the world is a child labourer. The products displayed on the stores you often go are possibly made by child labourers. In fact, Japan imports many products which might be made by child labourers such as cacao beans, cotton and coffee. For example, according to Nagoya International Center, 80 percent of cacao in Japan is from Ghana, and in Ghana, approximately 100 million children are said to be working in cacao farms. When we visited Japan International Cooperation Agency (JICA) on July 22nd, 2016, a lecturer there helped us realize that child labour was closely related to our lives and immediate eradication of child labour is our mission. According to Global March International Secretariat, consumers are playing a key role in both encouraging and eliminating child labour. Although they can eliminate child labour, many do not know what they can do. To help them be aware of their roles and understand what they can do, we propose consumer education for Japanese high school students. This education, we believe, enables consumers to understand what they can do and eventually help them avoid buying products made by child labourers. Our proposal focuses on the youth because they are the future generation who, with passion, makes the world the better place.

Literature Review

Current Situation

Definition of child labour. According to International Labour Organization, Child labour is defined as the work that affect negatively children's potential, dignity, and childhood, which makes harmful effect on their physical and mental growth. The labour includes the work 1) that deprives children of opportunities to receive education and 2) that involves physical danger, lacks social security, and harms children's morality, causing various problems including depression, drug dependence, and sexual exploitation (Humanium). For example, slavery, child trafficking, sexual exploitation are the example of the worst forms of child labour (International Labour Organization).

Causes of child labour. Poverty is one of serious causes of child labour. In many poor families, parents are not educated and do not have work in which they earn enough money to support their families by themselves. Under the circumstance, they cannot let their children go to school and instead must force them to work. Those children will be uneducated grown-ups without skills to get proper jobs. As a consequence, they take jobs with lower payment, just like their parents. When they have children, those children again are not allowed to go to schools because they have to work and support their families. (Sinha, S.).

Our actions as consumers are also closely related to child labour because our demand for cheap products creates the vicious circle of child labour. We, consumers, want to buy products at the cheap price, and we are more likely to choose cheaper ones if we have choice between the same products with different prices. In order to sell the products and make profit, companies try to lower the cost of production as much as they can. This leads the companies to employ cheaper labour force by, for example, making factories in developing countries. In those countries, the labour force is more likely to be child labour because children are cheaper than adult workers.

As shown above, consumers are actually playing a truly important role. They need to be more aware of the issue, pay attention to the background of products they buy, and require manufacturers not to use child labourers (Child Labour Network).

Consumer Education

How can consumers be more aware of the issue? Today, many organizations promote consumer education to raise consumers' awareness in order to eliminate child labour. One of the organizations which provide consumer education, Consumer Classroom, says that consumer education is a fundamental education and teaches people the skills, attitudes and knowledge which are required to live appropriately in a consumer society. The organization helps and encourages teachers to teach the youth the conscious and proper way to behave in a consumer society, and makes the youth understand their role as consumers to create a sustainable society.

In Japan, for instance, one program of consumer education named "What We Can See through Chocolates" was introduced in high school. In the lesson, students understood the situation of child labour, thought about actions in order to create the world without child labourers, and realized the importance of raising voice and take actions. After the program, one student said "I was able to get hope to change the world through our actions." Another student said, "I want to do what I can do and fulfill my responsibility as consumers" (Consumer Affairs Agency). So, consumer education can help its learners not only to understand the issue and to raise consumers' awareness towards the elimination of child labour but also to find out what they can do and do that.

Research Questions

Based on our research, we believe that consumer education is effective to abolish child labour, and it will eventually break the vicious circle of child labour. We also believe

this education is more likely to be successful with the youth because the youth are going to create the future. To provide an effective consumer education program to the youth and to help them to take actions toward the elimination of child labour, we asked ourselves two questions.

The first question was “What kind of consumer education is required to raise awareness towards child labour?” We ask ourselves this question in order to find out what is effective to raise consumers’ awareness. As mentioned in the literature review, child labour and consumers are closely related. Therefore, we believe raising awareness of consumers through consumer education can have significant impact on abolishing child labour.

The second question was, “How can high school students help others get involved in the abolishment of child labour?” We would like to shed light on how the youth can influence others towards abolishment of child labour because the youth has the future and they will have a lot of opportunities to meet others. If they help each other and create the good solidarity, they will be able to create the world without child labour.

Methodology

The goal of our research is to propose an effective educational program that helps the youth deeply understand child labour, find what they can do to solve this issue, and take actions toward the world without child labour.

In order to reach the goal, we interviewed high school students about child labour. After they answer, we analyze students’ answers to find out their thinking, attitude toward child labour, and degree of their awareness on the issue of child labour. Based on our findings, we propose a lesson plan for high school students to deepen their understanding of the issue of child labour and to motivate them to take actions against child labour.

Purpose

We interviewed high school students to learn how much students know about child labour and to find out what kind of education students need and why. With the result of the interview, we will make our proposal for educational programs.

Subjects

From November 7th to November 11th in 2016, we asked questions about child labour to ten male students and ten female students randomly selected by a computer from each of second and third year students in high school.

Procedure

We asked four questions of students in Japanese, in the morning, break time between classes, or after school (See Appendix). It took about five minutes to ask these questions per a student. During the interview, we were very careful not to lead interviewees to answer what we hoped by providing information, and we gave them enough time to answer each question.

Data Analysis

When all the forty students finished answering, we gathered the answers and analyzed. Even though we collected the data from 40 students, some of them did not answer clearly. The data was classified and analyzed in several ways. The result was shown below, using figures or tables with percentage and numbers.

Results

In order to learn the students' recognition about child labour, students were asked whether they knew the word "Child labour," and all of the 40 respondents answered that they have heard child labour before. The second question was given to find what kind of media affect students' recognition toward child labour the most. To this question, about 39 % of the respondents answered "TV" followed by "class", which was 24% (see Figure 1).

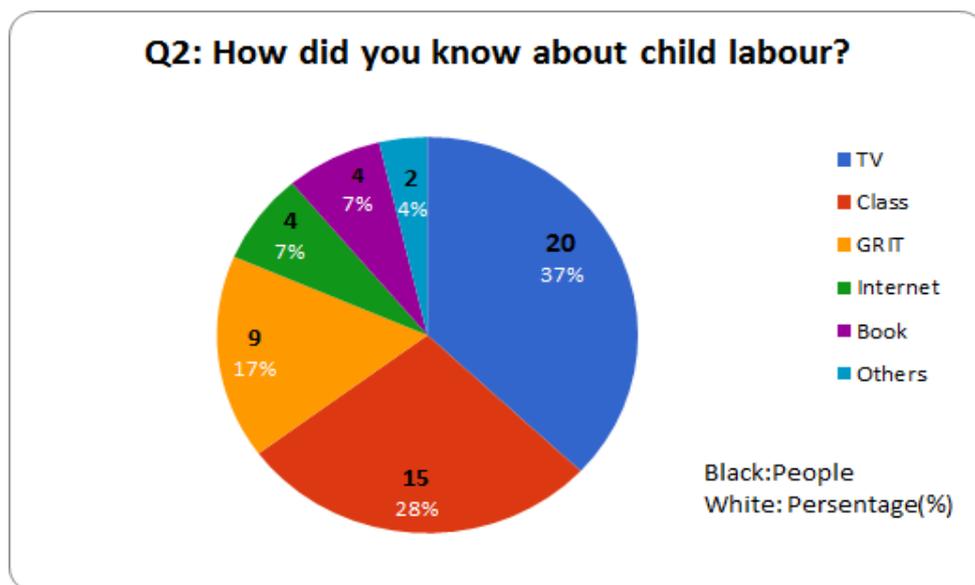


Figure 1. The Result of Question 2. TV and class affect the students’ recognition toward child labour the most.

In the third question, students answered whether they could learn what they could do against child labour through the media they answered. To this question, the number of respondents who answered NO was twice more than the number of respondents who answered YES (see Table 1).

Table 1

Did the media give you an opportunity to think about what action you can make to contribute to the eradication of child labour?(n=40)

<u>YES</u>	12 (30%)
<u>NO</u>	28 (70%)

Finally, in order to learn the students’ way of thinking toward child labour, students were asked what word they associate the word, “child labour,” with. The number of respondents who answered poverty and who answered developing countries were the same, 8, and the highest number of all (see Figure 2).

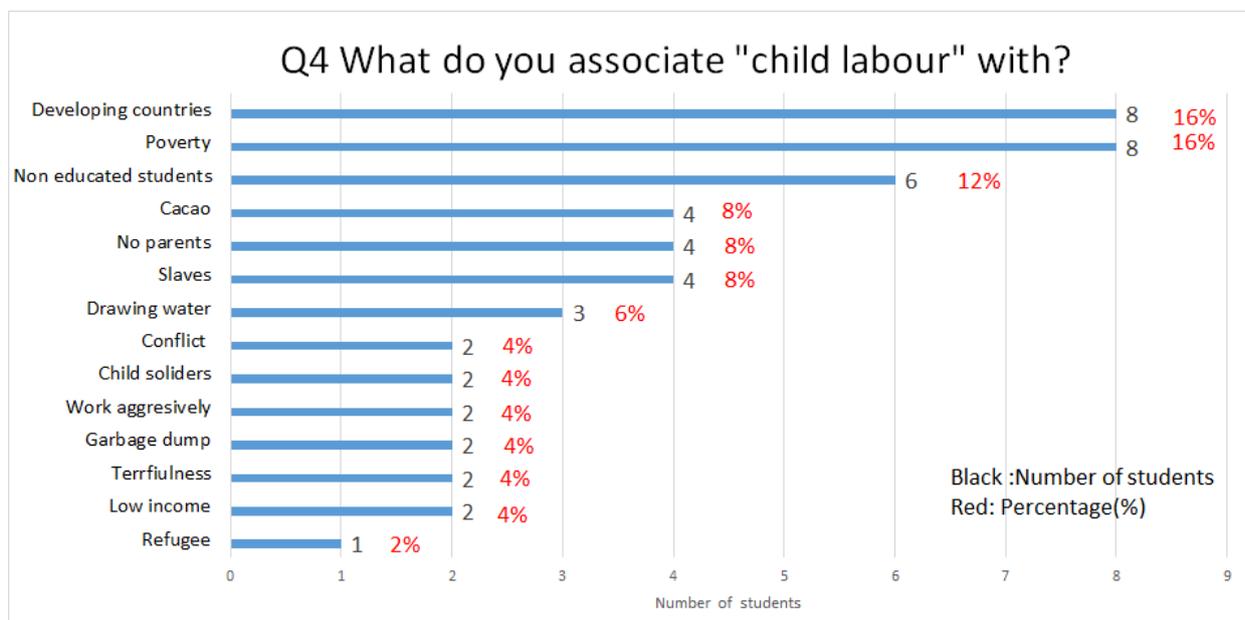


Figure 2. The Result of Question 4. Respondents associated child labour with developing countries and poverty the most.

Discussion

From the first and second questions, all students know child labour, and many of them learned child labour through TV programs or in class (including GRIT). Since the majority of the students knew child labour through TV programs, it can be assumed that visual aids is effective to let students understand the issue. In order to research the influence of TV and class on students’ attitude toward solving child labour, we compared the answers on the question 3 of those who answered “TV” on the question 2 and ones of those who answered “class” on the question 2. To our surprise, the result showed that TV and class taught students child labour but did not help them learn what kind of actions students could take toward the abolition of child labour (see Figure 3 and 4).

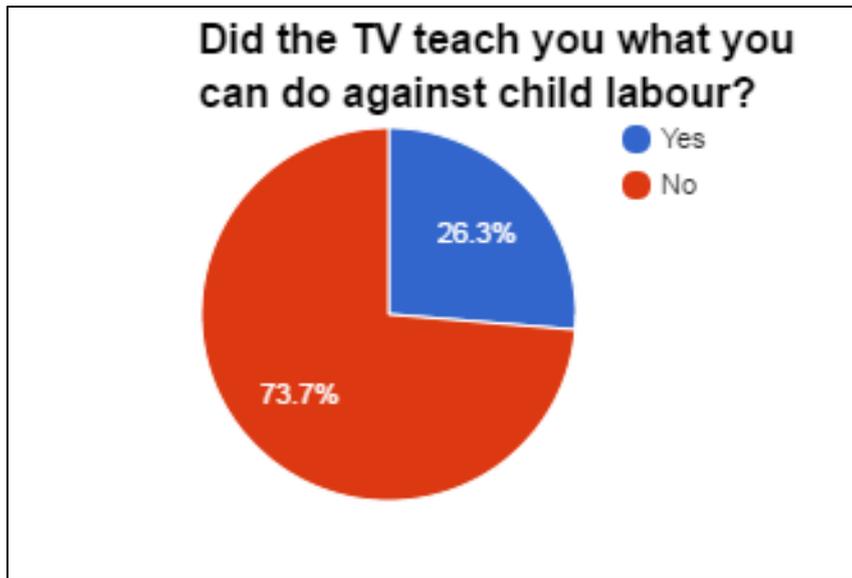


Figure 3. Did the TV teach you what you can do against child labour? Many felt TV did not teach what they can do against child labour.

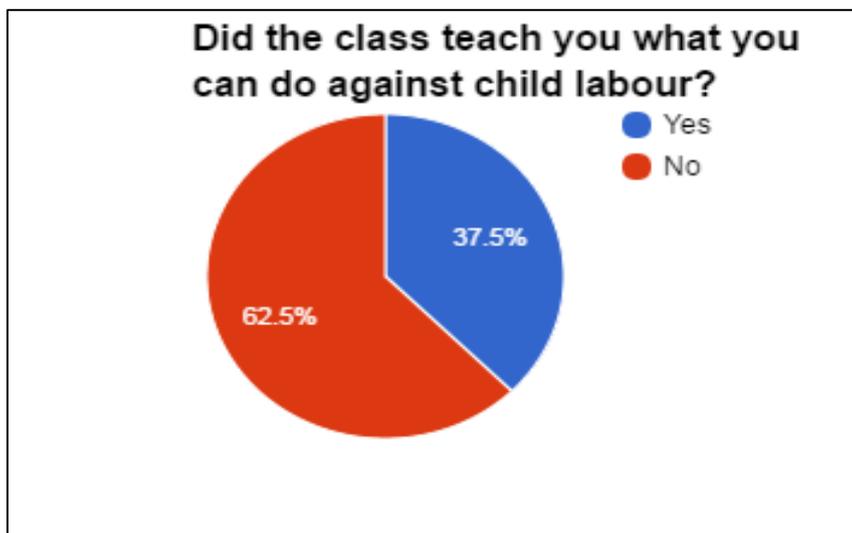


Figure 4. Did the class teach you what you can do against child labour? Many felt class did not teach what they can do against child labour.

Many students answered they thought the main causes of child labour are "Poverty" or "Non- educated students." Therefore, it is safe to say that students understand the situation where children engage in child labour due to poverty and that those children work without attending to schools. Also, many students associate child labour with "developing countries"

probably because they have learned or heard that child labour takes place in developing countries, but not in developed countries. In the interview, one of the students said she could not feel child labour was a serious issue because she lives in Japan. This can mean that students do not feel that the issue is close to their lives.

Proposal

In order to raise the youth's awareness toward the issue of child labour for the future without child labour, we propose an educational program with workshop. Workshop provides spontaneous learning environment which allows learners to feel closer to a topic and to explore their ideas. We believe this helps the learners to find out what they can do about child labour. This workshop consists of following three sections: game, video, and discussion.

First, students will be divided into two groups: a group of consumers and one of companies. In the group of consumers, students are divided into a few smaller groups, and each group plays a family. These families consist of the different number of students, and each family is given a different amount of money. The group of companies also has smaller groups within it, and they make the same product. However, they are assigned to sell the products with different price; some sell at a higher price, and others sell at a lower price. The companies have to compete against each other to make the biggest profit. When the game begins, each family buys the product from the companies for its members, as they consider the money they have. A few minutes later, seeing the result, students in the groups of companies discuss what they do to make more profit; for example, they can lower the price of the product or raise the price. Then, students in the consumer groups are asked to buy the product again. As this goes on several times, a teacher asks questions such as what students in company groups do to sell more products and if they lower the price. Then, the teacher explains the one way to lower the price is to cut the labour cost, and to do so, they fire their

employees and/or employ cheaper workers such as children. By doing so, the teacher can enable students to explore the system that consumers affect the economy and can cause child labour. By finding that their lives and behaviors are closely related to the issue, we hope that they realize their responsibility as ones who cause the issue.

After that, all the learners watch videos that show the current situation of child labour. From the interview result that most of the students learned child labour through TV, the use of visual aids is considered to be effective.

Then with understanding gained from the game and the videos, students divided into groups which consist of those who play consumers in the game and of those who play workers in companies. First, in the discussion, students are encouraged to share why they, consumers and companies, make each decision; for instance, students in the groups of consumers can share why they buy cheaper products and those in the groups of companies why they raise or lower the price of the product. This also gives the students an opportunity to explore how child labourers are produced and to discuss what they can do against child labour. With their experience in the previous game and perspectives of consumers and ones of companies they learn, they are more likely to have more practical and feasible solutions.

Limitations

Although the research was conducted as accurate as possible, there are still some limitations. First, since only 40 students were given a questionnaire, the results would be different if this questionnaire were given to a greater number of students. Second, since we asked only students in Kansai Soka High School, one of Super Global High schools (high schools which focus on the training of globalized leaders who will be able to play active roles on the international stage through education), it can be said that students in Kansai Soka High School might have more opportunities to learn about global issues; therefore, they may have more opportunities to learn about global issues and know the global issues better than other

high school students. Third, our proposal may not be applicable to other schools since our proposal is based on the result that we get from Kansai Soka High School students.

Conclusion

The number of child labour has significantly decreased for the past decade. However, still many children who are forced to work under dangerous environment or who are prevented from going to school are left in the world. When students think about child labour, they feel the issue is not related to their daily lives. However, our research tells that our behavior is closely related to child labour. The interview results showed that many students do not know what they can do about child labour. Our proposal, therefore, tries to solve the issue by raising students' awareness toward child labour and to lead them to take actions to eliminate child labour. Our proposal suggests the workshop style educational program consisted by a game, video, and discussion, in order to let students actively think about child labour. In order to realize the world without child labour, each of us need to find what we can do about child labour. Even though children are working in places far away from Japan, as shown above, our actions can tell that child labour is not acceptable indeed. We hope our proposal help the world to reach the goal.

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Appendix

Interview Questions

Q1: Do you know the word "child labour"?

Q2: How did you know about child labour?

Q3: Did the media give you an opportunity to think about what action you can make to contribute to the eradication of child labour?

Q4: What do you associate "child labour" with?